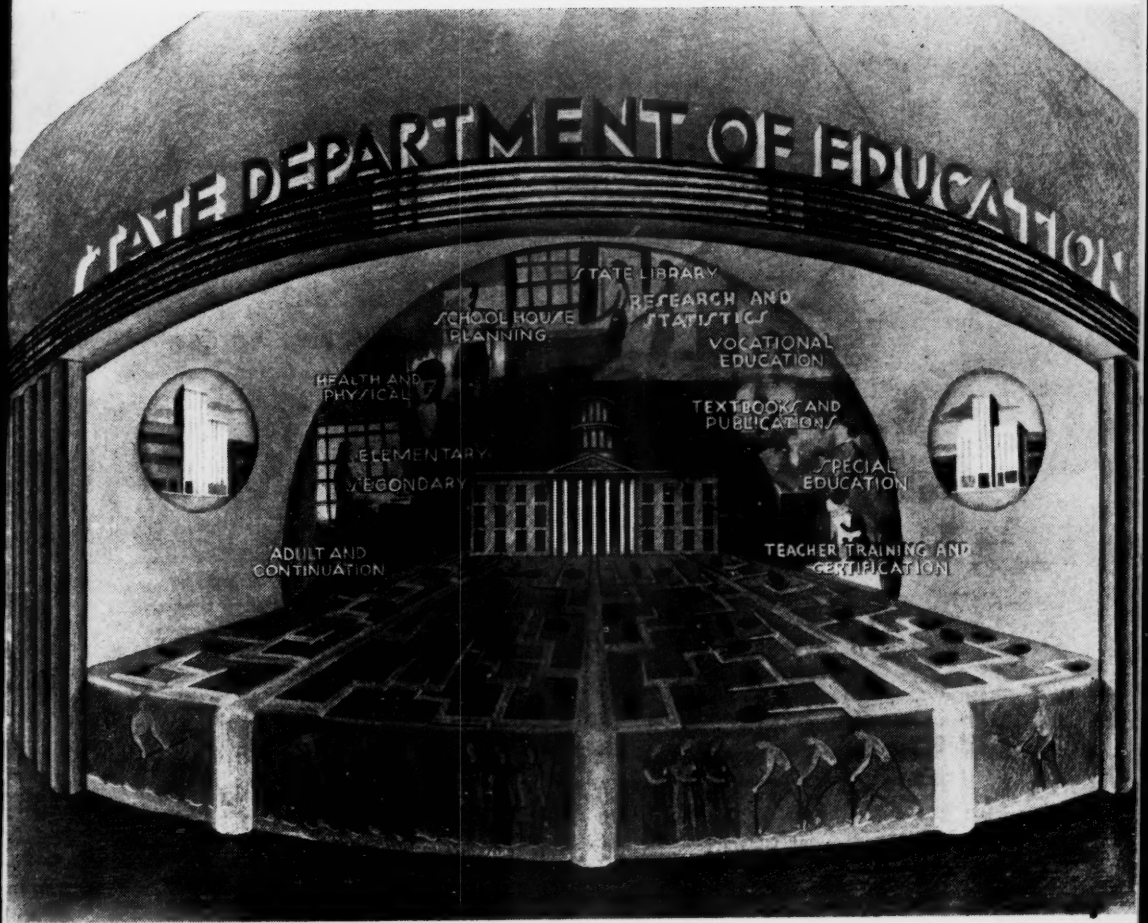


# CALIFORNIA ·SCHOOLS·



JANUARY, 1939

# CALIFORNIA SCHOOLS

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## COVER

The illustration on the cover shows the State Department of Education exhibit at the Golden Gate International Exposition. Legends and statistics will present information about the Department and about public education in California.

## **Educational Exhibit at the Golden Gate International Exposition**

During January the final work will be done on the educational exhibit of the California Commission of the Golden Gate International Exposition in preparation for the opening on February 18.

The exhibit is to be a graphic presentation of the ideals of American education. Progress of educational techniques, architecture, the objectives and economics of education will be shown in the central units, supplemented by small exhibits from the elementary and secondary schools of the state.

Dr. Ira W. Kibby, representing the California State Department of Education, has been designated as director of the exhibit. Mrs. Vesta C. Muehleisen was appointed administrator by the California Commission. Orville Goldner is the technical adviser. Details for the arrangements of the educational features of the Exposition are in their charge.

### **THEME CENTER**

The theme of the education exhibit is "Democratic Education—the Light of Civilization." The theme center of the education exhibit has been conceived and designed to express this thought. It has been placed in the most strategic location available to the education department, which is at the end of the lateral aisle in the center of the Hall of Science Building.

The central figure of the unit will be a sculptured female form holding a torch in the right hand, and a large book in the left. This figure symbolizes democratic education, and revolves on a map of the United States—one of the last strongholds of democratic education.

The base of the theme unit on which the raised map rests is a five-pointed star. Between the points of the star are large transparencies, approximately 2 by 3½ feet. In the crown of the theme unit, directly above these lower transparencies, are five other transparencies, approximately the same size. All the transparencies will be enlarged from eclectic photographs, to show phases of democratic education. As the theme figure in the center of the map slowly revolves, each lower transparency, together with the one directly above it will light up in turn.

Legends will be an integral part of the theme unit, to explain fully its function in the exhibit.

Over the revolving figure in the crown of the theme center, will be a deep blue plaster dome, lighted indirectly from a concealed cove. Directly above the theme figure in the center of the sky dome, will be placed the dove of peace, which will be lighted from a hidden spotlight in the head of the revolving figure. The crown of the theme will be illuminated by concealed lights in the decorative fins of the fascia.

Over the top of the center of the theme unit will be placed a large relief seal of the State of California.

### STATE DEPARTMENT OF EDUCATION UNIT

The purpose of this unit is to emphasize the various functions and divisions of the State Department of Education, to show how it is supported and maintained, and to indicate its centers of administration.

The shape of this exhibit is exactly a quarter of a circle, with a radius of approximately 12 feet. Rising from the front of the exhibit, and proceeding to its center, the State Capitol, are three decorative trees, symbolic of local, state, and federal moneys, which support public education in California. By the design of the unit, it is indicated that these moneys for education are apportioned by the State Department of Education, with its offices in the State Capitol at Sacramento.

Decorative figures will tend the roots of the symbolic trees, to indicate that the support comes directly from the people. There will be a constantly moving beacon light in the dome of the miniature State Capitol. This beacon will swing in an arc over a rainbow-shaped, photomural montage, which will best express the various divisions of the State Department of Education.

In circular recesses in the left and right walls of the exhibit, will be placed enlarged photomural reproductions of the State Department of Education offices in Los Angeles and San Francisco. Legends and statistical information will be used as an integral part of this exhibit to express pertinent information about the State Department of Education.

### THE FOUR DIORAMAS

In the large south portion of the education exhibit, facing the aisle directly opposite the University of California exhibit, will be four dioramas, three of which will be approximately 19 feet long, 9 feet deep and 6 feet high and one approximately 32 feet long, 9 feet deep and 6 feet high.

The purpose of three dioramas is to show the history and development of education from the colonial period in New England to present day in California. Besides showing the progress that has been made in the physical facilities of education, the dioramas will show the integra-

tion of education into the life scheme of the period represented. These periods—eighteenth century colonial New England, Ohio in the mid-nineteenth century, Sacramento, 1850-65, and California, 1890-1939—have been chosen for specific reasons. By showing the advance of the frontier westward, the diorama story naturally culminates in California. The social factors contingent on the move westward—that is, the development of transportation and industry, show the growth of education along with the growth of the nation. Finally, the third diorama portrays in a dramatic manner the ramifications of the California educational system today.

In each instance, the schoolhouse, together with the other civic institutions, is shown as the pivotal point of democratic life in the United States.

Besides the three-dimensional diorama representation of the schools and surrounding communities, various other exhibit techniques will be used to depict various aspects of social development.

Coordinated with changing light effects in each diorama, statistics and legends will be projected automatically in some part of each unit. A sound narrative with a musical background will explain and emphasize the ideas expressed in the dioramas. Automatic sound equipment will control the lights and other animated parts of the four dioramas. In each instance, as the sound narrative progresses from diorama to diorama, it will be localized to the specific diorama being described. All dioramas will be lighted at all times to attract attention to their contents, but when the narrative cycle starts, additional light and animation will furnish emphasis for each unit.

In the large diorama which represents the growth of education in California from 1890 to the present day, there will be shown all of the various phases of the growth of modern education. This diorama will picture not only the physical improvement of the school and its facilities but also the enlargement of the whole educational program. This "climax" diorama will represent graphically features of the nursery school, the kindergarten, the junior high school, the junior college, the widespread importance of adult and continuation education.

In this diorama, visitors will see how modern education is related to new industry, rapid transportation and communication, and the complexities of modern living. This diorama will show how the educational system has grown and is growing to meet a constantly changing social condition and how its chief function today is to educate individuals to live and work together in a democracy.

### **DEMONSTRATION THEATER AND STATE COLLEGE AND SPECIAL EDUCATION EXHIBITS**

North of the theme center adjoining the State Department of Education exhibit is a combination demonstration theater and exhibit area. When this area is not being used for demonstrations or motion pictures or still-film projection, the emphasis in the area will be on the large section devoted to the state colleges of California and a section featuring special education. The California State College exhibit will consist of a large map indirectly lighted with recessed photomural sections. Set into the map there will be transparent try-out reproductions of the seven state colleges.

To the left and right of the raised map, louvered photographs with legends will indicate and explain many of the phases of education in the state colleges.

Photographs, transparencies, and a display of representative objects will be used to express the aims and functions of special education in California.

When this area is to be used for demonstration, concealed seats which are hinged to the pylons at the entrance of the area, will be lowered to accommodate about 30 persons. In addition to the seated audience, the area will provide standing room for 30 or 40 persons. Any exhibit which occupies the center of the platform devoted to special education will be rolled into a concealed closet during demonstrations leaving the platform available as a stage.

Concealed in the wall at the back of the stage will be a moving picture screen suitable for daylight use. A projection booth will be located in the south end of the area.

### **OTHER EXHIBIT AREAS**

All other exhibit areas will be allocated to the various divisions of the State Department of Education for exhibits of objects and school materials, together with graphic information about the functions and objectives of the various divisions.

### **MEZZANINE**

There will be a mezzanine floor over the west side of the education exhibit which will be approximately 25 feet wide by 100 feet long. This floor will be used for the exhibition of art and craft materials from all levels of the educational system, that is, from the kindergarten through state college.

The offices of the directors of the education exhibit will also be located on the mezzanine. Two wide stairways will permit easy access to



and exit from the mezzanine. Lighted cases for the craft materials will be built along the entire aisle side of the mezzanine. Large panels, forming an integral part of the mezzanine structure, will be used for murals, created to specifications by the various school systems. An indirect lighting system will be used for the exhibit walls.

Various phases of the work of children in the elementary and secondary schools will be shown, such as industrial arts, homemaking, trades, business, and agricultural activities—those phases of education which can best be fitted into the limited space available.

Photomurals showing industrial arts classes, homemaking classes, social science classes, and the like will tie the exhibit of the products of the classroom up with the classroom situation and bring this situation vividly to the individual as he views the exhibit.

Supplementary to these exhibits, a varied educational activity program is planned, including dramatizations, fashion shows, actual demonstrations of reading and sight-saving classes, typing and sewing classes, and performances by school bands, symphony orchestras, and choral groups.

State and national education weeks, including Public Schools Week in April, and American Education Week in November, will be appropriately observed in a manner which will draw the interest of Exposition visitors.

## DEPARTMENTAL COMMUNICATIONS

### Bureau of Trade and Industrial Education

J. C. BESWICK, Chief

#### TRADE EXTENSION COURSES FOR THE PETROLEUM INDUSTRY IN CALIFORNIA

For many years, under the provisions of the California Plan for Trade and Industrial Education, the Bureau of Trade and Industrial Education has been cooperating with petroleum industries of the state and with local public schools in offering instruction for workers in this industry.

Through the cooperation of a State Advisory Committee for the Production Division of the Petroleum Industry, the Bureau has now formulated a definite program of courses which may be made available for employees engaged in various phases of the oil industry. These courses may be set up in local public schools and will be financed in part from the federal and state vocational education funds. They will be maintained on the trade extension basis.

Further information concerning such trade extension courses may be obtained from the Bureau of Trade and Industrial Education.

### Division of Research and Statistics

WALTER E. MORGAN, Chief

#### CORRECTION IN DIRECTORY

The following corrections should be made in the *Directory of California Superintendents of Schools, October, 1938*, State of California Department of Education Bulletin, No. 15, 1938.

Page 13: Change "Elmer L. Nearpass" to "Homer L. Nearpass" as district superintendent of schools of the Bellflower Elementary School District in Los Angeles County.

Page 25: Change "Nearpass, Elmer L." to "Nearpass, Homer L."; and change "Baldwin Park" to "Bellflower" as the post office address of Superintendent Nearpass.



# INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

## Supreme Court Decision

### **Validity of 1937 District Retirement Law and Election Held Thereunder in Los Angeles City Elementary, High School and Junior College Districts**

The act enacting School Code sections 5.1100 et seq. (Statutes 1937, Chapter 59) as an urgency measure met the requirements of section 1 of Article IV of the Constitution, and therefore became immediately effective when approved by the Governor on April 22, 1937. The act is not special or class legislation, nor does it delegate legislative functions to the governing board of a school district, nor is it discriminatory, and its constitutionality cannot be challenged on such grounds.

The election called and held May 4, 1937, by the Los Angeles Board of Education as the governing board of the city elementary, high school and junior college districts, at which the voters of the three districts authorized the establishment of a retirement system for employees of such districts under the act, was not void because of the irregularities which may have existed in connection with the calling and conducting of such election. (*Davis v. County of Los Angeles et al.*, 96 C.D. 525, ---Pac (2d)---superseding decision of Appellate Court 93 C.A.D. 64, for a digest of which see page 156, July, 1938, *California Schools*)

## Appellate Court Decision

### **Dismissal of Permanent Employee of School District by Reason of Discontinuance of Kind of Service**

Where the governing board of a school district discontinues a particular kind of service, the board may not dismiss a permanent employee of the district because of the discontinuance of such kind of service under School Code section 5.711 unless the board first determines that such employee is not competent to render a service being rendered by a probationary employee of the district. Such determination can be made only after a hearing by the board, of which reasonable notice must be given the permanent employee by the board, at which the permanent employee must be afforded an opportunity to present evidence of his competency. (*Davis v. Gray et al.*, 95 C.A.D. 425, ---Pac(2d)---)

## **Attorney General's Opinions**

### **Duty of Junior College District to Provide Pupils with Textbooks Free of Charge**

By reason of the provisions of School Code section 2.1180 imposing on governing boards of junior college districts all the powers and duties now or hereafter imposed on governing boards of high school districts, the governing board of a junior college district is required to furnish textbooks to pupils of the district free of charge in the same manner as the governing board of a high school district is required to furnish textbooks free of charge to pupils of such district under School Code section 6.381. (A.G.O. NS1321, December 5, 1938)

### **Granting of Sick Leave with Compensation**

Where the principal of a school is granted a leave of absence because of illness under School Code section 5.721 and no substitute employee is employed by the governing board of the district to take his place, no deduction can be made from the salary of such principal during such absence under School Code section 5.750. (A.G.O. NS1306, November 29, 1938)

### **Granting of Sick Leave with Compensation**

Under School Code section 5.721 the governing board of a school district may grant a leave of absence with compensation to a teacher who has contracted an illness during a school vacation and is for that reason compelled to absent himself from his duties at the commencement of a school term, and School Code sections 5.750 and 5.747 do not operate to restrict such authority of the board, save that School Code section 5.750 fixes the minimum amount of compensation which must be paid. (A.G.O. NS1285, November 23, 1938)

### **Payment of Obligations of School Districts from Income of Subsequent Fiscal Year**

Where the governing board of a school district contracts obligations during a fiscal year in excess of the funds provided for such fiscal year, the excess amounts of such obligations cannot be paid from the revenues of the district for a subsequent fiscal year under section 18 of Article XI of the Constitution except with the consent of two-thirds of the qualified electors of the district voting at an election held for that purpose. (A.G.O. NS1289, December 2, 1938)

## FOR YOUR INFORMATION

### CALENDAR OF EDUCATIONAL MEETINGS

During 1939 a calendar of educational meetings and conferences will be published from time to time in *California Schools*. In some cases, events may be mentioned before the place of meetings has been decided, but complete information will be given in subsequent issues. The following schedule of events is chiefly a list of meetings and conferences which take place during the spring term of the 1939 school year, but a few which convene in the early fall have also been included.

<i>Date</i>	<i>Organization</i>	<i>Place</i>
January 9	California School Supervisors Association, San Joaquin Valley Section.	Merced
January 10, 11	California Congress of Parents and Teachers	Southern California
January 14	Association of California Secondary School Principals, Section 21	San Diego San Diego State College
January 14	California Teachers Association, Southern Section	Los Angeles
January 15	School Library Association of California, Northern Section	San Francisco
January 16	California Home Economics Association, Southern Section (Family Relationship)	Los Angeles Frank Wiggins Household Science Hostess House, 1731 S. Harvard Blvd.
January 16	North San Joaquin Science Teachers Association	Stockton
January 21	California Elementary School Principals Association, North Coast Section	Fortuna
January 21	California Home Economics Association, Northern Section	Red Bluff
January 21	Adult Education Association of San Joaquin Valley	Hanford

<i>Date</i>	<i>Organization</i>	<i>Place</i>
February 4	Future Farmers of America, Southern Regional Meeting	Newport Beach
February 11	California Agricultural Teachers' Association, San Joaquin Valley Section	Fresno
February 11	California Elementary School Principals Association, Central Coast Section	Santa Cruz
February 13	California School Supervisors Association, Southern Section	Los Angeles
February 25	California Agricultural Teachers Association, South Coast Section	Hayward
March 4	California Home Economics Association, Northern Section	Hamilton City
March 4	Mathematical Association of America, Southern Section	Whittier
March 11	California Elementary School Principals Association, Southern Section	Palm Springs
March 11	Southern California Association of Supervisors of Student Teaching	Los Angeles
March 14, 15	Board of Managers, California Congress of Parents and Teachers	Sacramento
March 14-18	Public Schools Business Officials Association	Oakland
March 18	California Agricultural Teachers Association, Future Farmers of America, Sacramento Valley Regional Meeting	Chico
March 18	California Commercial Teachers Association, Southern Section	Claremont
March 18	Central California Junior College Association	Reedley
March 18 or 25	Southern California Association of Teachers of English	
March 24, 25	California Agricultural Teachers Association, North Coast Section	
March 31-April 2	California Association of Women Deans and Vice-Principals	Oakland
March 31-April 3	California Elementary School Principals Association	Oakland
March 31-April 1	California Educational Research Association, Northern Section	San Francisco
April 3, 4	Association of California Classroom Teachers, San Francisco Branch	San Francisco

<i>Date</i>	<i>Organization</i>	<i>Place</i>
April 3-6	California Association of Health, Physical Education, and Recreation	San Francisco
April 3-6	California-Western Music Educators Conference	Long Beach
April 6, 7	California Home Economics Association	Fresno
April 14	Northern California Association for Exceptional Children	San Francisco
April 15	Association of California Secondary School Principals, Section 21	Julian
April 17	California School Supervisors Association, Southern Section	Los Angeles U.S.C.
April 22	Southern California Junior College Association	Compton
April 24	California School Supervisors Association, San Joaquin Valley Section	Merced
April 29	Modern Language Association of Southern California	Los Angeles U.C.L.A.
May 6	California Home Economics Association, Northern Section	Maxwell
May 14	California Conference of Social Work	Oakland
May 15-20	California Congress of Parents and Teachers, Annual Convention	Santa Barbara
May 26, 27	American Association of University Women	San Francisco
	California Agricultural Teachers Association	San Luis Obispo
June 26-July 1	American Association for the Advancement of Science, Pacific Division	Stanford University
July 10-12	California School Employees Association	San Jose
August 21-25	Illuminating Engineering Society	San Francisco
September 6-8	California School Trustees Association	Oakland

#### FOUR NEW MEMBERS ELECTED TO ACADEMIC COUNCIL OF WESTERN PERSONNEL SERVICE

At a recent meeting of the Academic Council of Western Personnel Service in Pasadena the appointment of four new members to the Council was announced. They are George Dotson, Registrar and

Director of Personnel at San Diego State College, San Diego, California; Lowry S. Howard, President of Menlo Park Junior College, Menlo Park, California; Dr. C. C. Upshall, Director of the Research Bureau of the Western Washington College of Education, Bellingham, Washington; and Miss Helene R. Turner, Dean of Women at the University of Idaho, Southern Branch, Pocatello, Idaho.

Western Personnel Service is a voluntary cooperative association maintained by and for western colleges and universities. The headquarters at 30 North Raymond Avenue, Pasadena, serves as a clearing-house of information useful to student personnel workers in member colleges.

Each member institution of this nonprofit organization appoints a representative to serve on the Academic Council. Besides the four new members listed above, the following have been appointed for the current year:

- Dr. Donald S. Clark, Director of Placements, California Institute of Technology, Pasadena, California.
- Dr. F. W. Thomas, President, Fresno State College, Fresno, California.
- Dr. F. C. Wilcox, Director of Personnel and Guidance, Linfield College, McMinnville, Oregon.
- Miss Esther A. Dayman, Dean of Undergraduate Students, Mills College, Oakland, California.
- Miss Florence N. Brady, Registrar, Occidental College, Los Angeles, California.
- Dr. A. M. Turrell, Counselor, Pasadena Junior College, Pasadena, California.
- Miss Jessie Gibson, Dean of Women, Pomona College, Claremont, California.
- Mrs. Virginia J. Esterley, Assistant to the President, Scripps College, Claremont, California.
- Dr. Karl M. Cowdery, Associate Registrar, Stanford University, Palo Alto, California.
- Dr. Hurford E. Stone, Assistant Dean of Undergraduates, University of California at Los Angeles, Los Angeles, California.
- Karl W. Onthank, Dean of Personnel Administration, University of Oregon, Eugene, Oregon.
- George R. Momyer, Director of Personnel, University of Redlands, Redlands, California.

Western Personnel Service is a member of the American Council of Guidance and Personnel Associations and of the American Council on Education. Winifred Hausam and Helen Fisk serve as Director and Associate Director of the Service.

### EDUCATIONAL BROADCASTS

#### Broadcasts Sponsored by the California State Department of Education

Monday

9:30 p.m.—Golden Days KRE

Wednesday

10 p.m.—Pageant of Youth KLX

**Friday**

8 p.m.—Adventures in Science KLX

**Saturday**

3:30 p.m.—Education Today KGO

**Alameda School of the Air****Monday**

1:30 p.m.—Great Moments from Literature KLX

**Tuesday**

1:30 p.m.—United States History Program KLX

**Wednesday**

1:30 p.m.—California History Program KLX

**Thursday**

11:15 a.m.—Sonny's Magic Merry-Go-Round KLX

1:30 p.m.—Classic Myths KLX

**Friday**

1:30 p.m.—The Workshop KLX

**Selected Educational and Entertainment Broadcasts****Sunday**7:30 a.m.—Music and American Youth NBC Red<sup>1</sup>

9:30 a.m.—University of Chicago Round Table NBC Red

10:00 a.m.—Great Plays NBC Blue

10:30 a.m.—Europe Calling CBS

11:00 a.m.—Magic Key NBC Blue

11:00 a.m.—Americans All—Immigrants All CBS

12:00 m.—New York Philharmonic Symphony CBS

1:30 p.m.—The World Is Yours NBC Red

2:00 p.m.—Metropolitan Auditions NBC Blue

**Monday**

9:30 a.m.—National Farm and Home Hour NBC Blue

11:30 a.m.—American School of the Air CBS

12:45 p.m.—Between the Bookends NBC Blue

3:00 p.m.—Science in the News NBC Red

4:45 p.m.—Science on the March NBC Blue

6:30 p.m.—National Radio Forum NBC Blue

7:30 p.m.—National Radio Forum NBC Blue

8:30 p.m.—Voice of Firestone NBC Red

10:15 p.m.—White Fires CBS

**Tuesday**

9:30 a.m.—National Farm and Home Hour NBC Blue

9:45 a.m.—Music Makers NBC Red

11:00 a.m.—Science Everywhere NBC Blue

12:45 p.m.—Between the Bookends NBC Blue

1:45 p.m.—Of Men and Books CBS

9:45 p.m.—University Explorer NBC Blue

**Wednesday**

9:30 a.m.—National Farm and Home Hour NBC Blue

11:00 a.m.—Your Health NBC Blue

<sup>1</sup>NBC Red Network—KPO, KFI, KWG; NBC Blue Network—KGO, KECA, KSFD; CBS—KSFO, KNX; MBS—KFRC, KHJ.



- 11:30 a.m.—This Living World CBS
- 12:45 p.m.—Between the Bookends NBC Blue
- 2:30 p.m.—Nation's School of the Air MBS
- 3:00 p.m.—Our American Schools NBC Red
- 4:30 p.m.—Living History CBS
- 6:30 p.m.—Wings for the Martins NBC Blue

#### Thursday

- 9:30 a.m.—National Farm and Home Hour NBC Blue
- 11:00 a.m.—Standard School Broadcast NBC Blue
- 12:45 p.m.—Between the Bookends NBC Blue
- 6:30 p.m.—America's Town Meeting of the Air NBC Blue
- 7:00 p.m.—Columbia Workshop CBS
- 7:30 p.m.—Americans at Work CBS
- 8:15 p.m.—Standard Symphony Hour NBC Red
- 9:45 p.m.—University Explorer NBC Blue

#### Friday

- 9:30 a.m.—National Farm and Home Hour NBC Blue
- 12:45 p.m.—Commonwealth Club NBC Blue
- 2:15 p.m.—Men Behind the Stars CBS

#### Saturday

- 7:30 a.m.—The Child Grows Up NBC Blue
- 7:45 a.m.—Florence Hale Radio Column NBC Red
- 8:00 a.m.—No School Today NBC Red
- 8:00 a.m.—Cincinnati Conservatory of Music CBS
- 8:30 a.m.—Eastman School of Music NBC Red
- 9:30 a.m.—The Wonderful World MBS
- 9:30 a.m.—National Farm and Home Hour NBC Blue
- 10:15 a.m.—Metropolitan Opera NBC Red
- 7:00 p.m.—NBC Symphony Orchestra NBC Blue

## PROFESSIONAL LITERATURE

**Evaluating a Secondary School.** Three monographs<sup>1</sup> of importance to secondary school administrators and others interested in improving the effectiveness of educational services at high school and junior college levels have been issued by the Cooperative Study of Secondary School Standards. In 1933 six regional associations of secondary schools and colleges organized the study to determine the characteristics of a good secondary school, practicable means and methods for evaluating a school in terms of its objectives, and the processes whereby a good school may be stimulated to continuous growth. Over a three-year period 2500 research studies and committee reports were digested; criteria were formulated, and procedures developed for the evaluation of secondary schools. During the next two years these criteria and procedures were validated through experimentation within 200 try-out schools. These institutions included public and private schools of all sizes and types of organization and were located throughout the nation. A testing program determined the intelligence and growth in achievement and social attitudes between October and May of more than 17,000 pupils in senior high school grades. The success in college of 13,000 graduates of these high schools was also investigated and a follow-up study made of 6,000 pupils who did not enter college.

Major emphasis is placed on the educational program: curriculum, pupil activities, library service, guidance service, instruction, and outcomes. Staff, plant and equipment, and administration are, of course, considered. The point of view is maintained that it is essential for each secondary school to have a carefully formulated educational philosophy, and that a school can be studied satisfactorily and judged fairly only in terms of its individually expressed purposes and objectives as well as the nature of the pupils with whom it deals and the needs of the community it serves, as part of American democracy. Throughout these monographs education is held to be much more than the accumulation of knowledge, the development of skills, and the improvement of understanding. The emotional elements of human nature which determine the use and application of knowledges, skills, and understandings for social ends are indirectly evaluated as outcomes—attitudes and appreciations. Special attention is given to guidance as organized service designed to give systematic aid to pupils in making adjustment to educational, vocational, social, civic, and personal problems. The curriculum is defined by the Cooperative Study of Secondary School Standards as all the experiences which pupils have at school, both classroom and extra-classroom activities.

The manual, *How to Evaluate a Secondary School*, gives directions for using the *Evaluative Criteria*, the results of which may be exhibited in graphic form as "Educational Temperatures." The Alpha scale of 100 "thermometers" is the most comprehensive and attempts to measure all significant aspects of a school. The Beta scale of 50 thermometers provides a good general evaluation but does not have great diagnostic value. The Gamma scale, consisting of only 25 thermometers, serves to distinguish a superior school from an inferior one. The bases for development of improved procedures for evaluation, accreditation, and stimulation of sec-

<sup>1</sup>*How to Evaluate a Secondary School.* A Manual to accompany the *Evaluative Criteria* and "Educational Temperatures" of the Cooperative Study. Washington: Cooperative Study of Secondary School Standards, 1938.

*Educative Criteria: Basic Information.* Washington: Cooperative Study of Secondary School Standards, 1938.

"Educational Temperatures." A series of scales for exhibiting in graphic form the results of evaluations of a secondary school made on the Cooperative Study's *Evaluative Criteria*. Washington: Cooperative Study of Secondary Schools Standards, 1938. [Processed].

ondary schools are stated as follows: American schools are essentially alike in their underlying purposes and organization but differ markedly from each other because of local community characteristics and needs. All American schools, however, are instrumentalities for transmitting the American heritage and American democratic ideals. Hence, a school must be judged by the extent to which it meets satisfactorily the needs of all pupils and not merely those who plan to enter institutions of higher learning. Since a good school is a growing school, it is equally as important to measure progress as status at a given date. Finally, an adequate program of evaluation must be such as to require active participation by the entire professional and nonprofessional personnel of the school.

These monographs of the Cooperative Study of Secondary School Standards are significant contributions to present-day educational literature and should prove powerful incentives to self-measurement in school growth and effectiveness of practices in every direction of community service. It seems probable that faculties who give serious consideration to the *Evaluative Criteria* must achieve deeper understanding of the meaning of education and the entire field of school activities. Of particular interest to Californians is the membership of the Executive Committee which included the late W. M. Proctor of Stanford University and President A. J. Cloud of San Francisco Junior College; Dr. Walter Crosby Fells has served as coordinator on the staff of the Washington Office.

FRANK B. LINDSAY

BRIGGS, THOMAS H. *Improving Instruction*. New York: The Macmillan Company, 1938. Pp. x + 588.

Supervision in the secondary school is still much neglected in spite of an increasing realization of its importance and a growing body of literature on the subject. Seldom, except in large school systems, are supervisors found in the high school, and then only for a few so-called special subjects. Moreover, most high school principals have been unable to escape from the traditional role of spending the greater part of their time on various administrative duties and consequently have neglected supervision of instruction. Many signs, however, indicate the readiness of secondary school leaders to stress supervision in planning future programs, and the appearance of a new volume on the subject by an outstanding leader in secondary education should hasten progress in this direction.

The title of the book serves to emphasize the real purposes of supervision, and its subtitle, "Supervision by Principals of Secondary Schools," implies the author's profound conviction "that supervision . . . is the urgent need of every school and the supreme duty of every principal."

The book is a comprehensive and systematic treatment of supervision. It begins with a chapter on "The Meaning of Supervision" in which supervision is characterized by its purposes rather than by its techniques. Twenty-six purposes are discussed briefly. Next, various types of supervision are compared and common supervisory activities summarized. Development of supervision is urged which is primarily constructive and creative rather than merely corrective or even preventive. Other early chapters giving a general overview of the purposes and nature of supervision deal with the need for supervision, organization and administration of supervision, and the responsibilities and relationships of the principal in the supervisory program.

A chapter on "Principles of Supervision" first discusses briefly several "shoulds" and "should nots," such as: "Supervision should not be based on the power of position or personality." "Supervision should never be divorced from a constant recognition of the goals of education." "Supervision should begin with conditions and practices as they are." "Supervision should be scientific." Here, in only a few pages is presented an excellent case for democracy in supervision.

The reviewer was particularly impressed by two chapters, "Purposes for Teachers," and "Purposes for Pupils." Here, if anywhere, is the key to the effec-

tiveness in the improvement of instruction. Following the principle that supervision must always be directly related to the goals of education, the author shows how the purposes of the daily instruction must be in line with more general and ultimate aims of education. Examples are given of purposes of specific recitations that are merely means to end without the end in mind. This leads to a discussion on hierarchy of purposes and suggestions for supervisory activities designed to lead teachers to seek definite purposes for their activities which are directly related to more general educational aims. Equally important are pupil purposes. A contrast of old methods stressing mental discipline with new theories which emphasize purposeful learning shows the futility of attempting to force learning the purpose of which is neither understood nor accepted by the pupil. Many excellent suggestions are offered for supervisors to assist teachers in leading pupils to develop worthy purposes in learning.

Separate chapters give detailed suggestions for supervision through classroom observation, supervisory conferences, and teachers' meetings. Particularly in these chapters, but to some extent in other parts of the book are many illustrations of supervisory practices, some good and some bad, to clarify and emphasize principles and suggested procedures. Particularly effective use is made of occasional references such as the one from *Alice in Wonderland* in which the Cat observes to Alice that "the way to go depends a great deal on where you want to get to."

The book is excellent both in the theory of supervision presented and in its applications. High school principals will find it of practical value both in inaugurating supervisory programs in their schools and in improving existing programs.

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